

LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Forced Displacement

Time: 8 Days (50-55 minute daily lessons)

Grade Level: PK-2nd grade

Purpose (What will students learn from this lesson?):

- Students will learn key vocabulary about immigration and which government institutions deal with immigration.
- Students will cultivate empathy for immigrants by humanizing them through literature, visual texts, and classroom discussions.
- Students will learn about the Butterfly Effect Project, a contemporary youth led resistance movement advocating for children in the detention centers.
- Students will create art butterflies as a team for the Butterfly Effect Project.

Unit Enduring Understandings Alignment:

UNIT 2: ENDURING UNDERSTANDINGS

Stories: The collective narratives of my people.

- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

- What do you know about crossing borders?
- What do you know about children crossing borders?
- How can individual action make a difference in the lives of unaccompanied migrant children?
- What is the message these youth activists have for the migrant children currently in detention during the pandemic?
- How did you feel while making these butterflies that represent the children in detention?
- If you could say one thing to the children in detention, what would you say to them?

Essential Skills:

- Speaking & Listening



- Compare & Contrast
- Making Inferences
- Social Emotional Health: Empathy and Understanding
- Skip Counting
- Collaboration/Group Work

Cultural Wealth (Yosso, p. 78):

- *Familial Wealth*: Students have the ability to work collaboratively.
- *Resistant capital*: Students will learn about the youth activists and participate in the Butterfly Effect Migration is Beautiful art project.

Ethnic Studies Principles Alignment:

- 1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- 6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Standards Alignment:

Language Arts

Reading Standards for Literature K–5: Key Ideas & Details

- 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Speaking & Listening

- 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Social Studies

- 2.3 Students explain governmental institutions and practices in the United States and other countries.
- 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

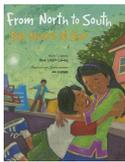
Math

Number and Operations in Base Ten 2.NBT

- 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.



Materials:

<ul style="list-style-type: none">● Google Slide Presentation, Forced Displacement● Book #1: From North to South / Del Norte al Sur by Rene Lainez  <ul style="list-style-type: none">● Book #2: Mama's Nightingale: A Story of Immigration and Separation by Edwidge Danticat 	<ul style="list-style-type: none">● 5 pieces of Chart Paper● Sticky Notes● Art Supplies: crayons, markers, scissors, different colors of construction paper, pipe cleaners, white paper, and index cards.
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Modifications, Accommodations, Resources for Multilingual Students :

Multiple Learning Modalities (Auditory, Visual, Kinesthetic, & Tactile)	Student Engagement Strategies
Universal Design for Learning: Student Choice	<ul style="list-style-type: none">● Think Pair Share● Community Circle● Whole Group Discussion● Team Work
Sentence Frames	Peer Mentoring



Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Undocumented immigrant	<p>Definition: A person who was born in another country and is in the U.S. without legal documents (no papers). Rationale: Understanding this term will help build on their understanding of Mixed Status Families</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Legal resident	<p>Definition: A person who was born in another country and is in the U.S. with legal documents (green card) Rationale: Understanding this term will help build on their understanding of Mixed Status Families.</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Mixed-Status Families	<p>Definition: Families in which some family members are U.S. citizens or legal residents and some are undocumented without legal immigration status. Rationale: Understanding this term will help build on their understanding of the immigration system.</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Forced Displacement	<p>Definition: is an involuntary movement of a person or people away from their home. Rationale: Understanding this term will help build on their understanding of the immigration system.</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Deportation	<p>Definition: the removal from a country of a person who is not a citizen. Rationale: Understanding this term will help build on their understanding of the immigration system.</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Detention	<p>Definition: a period of temporary custody before going to court. Rationale: Understanding this term will help build on their understanding of the immigration system.</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
Unaccompanied Migrant Children	<p>Definition: Defined by U.S. law as those who enter the United States:</p> <ul style="list-style-type: none"> ● Under the age of 18 years old, ● Without lawful status (no papers), and 	<p>Assess for prior knowledge through discussion and then show a visual along</p>



	<ul style="list-style-type: none"> Without an accompanying parent or legal guardian. <p>Rationale: Understanding this term will help build on their understanding of the immigration system.</p>	with the definition.
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C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description: The Cultural Energizer will be done on Day One of the lesson in two parts (Land Acknowledgement and Ancestor Acknowledgement).

STEP	DESCRIPTION	TIME
Step 1	<p>Land Acknowledgement (DAY 1)</p> <p>Let's take a moment to honor these ancestral lands we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. We are currently in _____ which is on the traditional unceded territory of the _____.</p>	2.5 min
Step 2	<p>Ancestor Acknowledgement (DAY 1)</p> <p>We also honor those that came before us, our ancestors. We carry our ancestors in our heart and in our minds. Share with students the ancestor you are honoring today and why? Ask students if they would like to share an ancestor they honor today and why?</p>	2.5 min

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Forced Displacement

Description: Google Slide Presentation to accompany the interactive lecture.

STEP	DESCRIPTION	TIME
Slide 1-4	<p>Slide 1: Title Slide</p> <p>Slide 2: Land Acknowledgement</p> <p>Slide 3: Ancestor Acknowledgement</p> <p>Slide 4: Day One Slide</p>	10 m



Slide 5	Cultural Energizer <i>Student Gallery Walk and Talk:</i> Post five chart papers around the room with the five questions. Break students into groups of 4 to 6 and provide them with sticky notes. Have the groups rotate around the charts. Students will discuss the question and add sticky notes with their responses. Responses can be drawings, words, phrases, and/or sentences. After every group gets a turn at every chart the students return to their seats. Review the sticky notes at each chart for the whole group and build on student responses to answer the questions during discussion. Encourage students to share their ideas. <i>When do you think humans first began to migrate?</i> (People have been migrating for over thousands of years.) <i>Why do you think some people feel the need to migrate?</i> (violence, high crime, poverty, climate change) <i>What are some issues people need to consider when they choose to migrate?</i> (safety, employment, housing, family) <i>What is the difference between emigration and immigration?</i> (Emigration is when one leaves their own country to live in another country. Immigration is when one comes to live permanently in a foreign country). <i>How do immigrants get to the United States?</i> (crossing the border, different modes of transportation)	20 m
Slide 6	 Facilitate a quick discussion around the question, <i>What do you know about Crossing Borders?</i> Point out how the lines represent borders. Draw their attention to the borders of the U.S.	5 m
Slides 7-9	Vocabulary Words Write words on the board and read the words out loud together. Ask students if they know the definition of any of the words. Discuss then begin slide visuals with vocabulary words. Slide 7: Undocumented immigrant, Legal resident Slide 8: Mixed-Status Families Slide 9: Forced Displacement, Deportation, and Detention	15 m
Slide 10	Identify ICE as the government institution that handles the deportation and detention of undocumented immigrants.  Teacher facilitates the whole group discussion.	5 m



	<ul style="list-style-type: none">• What do you know about ICE?• What do you want to know about ICE?	
Slide 11	Day Two Slide Quickly review main points/vocabulary from the previous day.	2m
Slide 12	THINK • PAIR • SHARE Read the story, Mama's Nightingale: A Story of Immigration and Separation by Edwidge Danticat. After, have students answer the following questions with a partner. <ul style="list-style-type: none">• Who is the narrator of the story?• Where and when does this story take place?• How does the main character feel at the beginning of the story? How do you know?• What is the problem in the story? How do you know?• Was the problem solved by the end of the story? Why or why not?• How does the main character feel at the end of the story? How do you know? After each question call on a partner pair to share and ask others if they agree or disagree. Guide the students to the correct answer if need be while facilitating discussion.	35 m
Slide 13	 Facilitate a Community Circle Question #1: What Text Connections do you have after this story? Display the slide so students can use the speaker frames if need be to help them speak in a complete sentence.	10 m
Slide 14	 Continue to facilitate a Community Circle. Question #2: How do you feel after listening to this story? Display the slide so students can use the Feelings poster if need be to help them speak in a complete sentence.	10 m
Slide 15	Day Three Slide Quickly review main points/vocabulary from the previous day.	2 m
Slide 16	THINK • PAIR • SHARE Read the story, From North to South / Del Norte al Sur by Rene Lainez. After, have students answer the following questions with a partner.	35 m



	<ul style="list-style-type: none">• Who is the narrator of the story?• Where and when does this story take place?• How does the main character feel at the beginning of the story? How do you know?• What is the problem in the story? How do you know?• Was the problem solved by the end of the story? Why or why not?• How does the main character feel at the end of the story? How do you know? <p>After each question, call on a partner pair to share and ask others if they agree or disagree. Guide the students to the correct answer if need be while facilitating discussion.</p>	
Slide 17	 Question #1: What Text Connections do you have after this story? Display the slide so students can use the speaker frames if need be to help them speak in a complete sentence.	10 m
Slide 18	 Continue to facilitate a Community Circle. Question #2: How do you feel after listening to this story? Display the slide so students can use the Feelings poster if need be to help them speak in a complete sentence.	10 m
Slide 19	Day Four Slide Quickly review main points/vocabulary from the previous day.	2m
Slide 20	 Have students compare and contrast the two stories. Act as a facilitator and encourage students to use the vocabulary words as a resource to compare and contrast.	5 m
Slide 21	Compare: <i>How are the stories alike or the same?</i> Facilitate a whole group discussion. Encourage students to use vocabulary words to help them compare the stories.	10 m
Slide 22	Contrast: <i>How are the stories different?</i> Facilitate a whole group discussion. Encourage students to use vocabulary words to help them contrast the stories.	10 m
Slide 23	 Ask students to share their opinion. <i>Which book did you like the best? State two reasons why.</i>	15 m



	Allow students to decide which tool they would like to use to communicate their response (write it down or record an audio clip).	
Slide 24	Point out to students how we have learned about Brown and Black families dealing with deportation and detention but now we need to take a moment to discuss AFRO-LATINOS (Latinos of significant African ancestry. It is beautiful to embrace, acknowledge and add the beauty of Latino's African background).	10 m
Slide 25	Day Five Slide Quickly review main points/vocabulary from the previous day.	2 m
Slide 26	 Facilitate a quick discussion around the question, What do you know about children crossing borders? Point out how many children come as undocumented immigrants searching to reunite with their parents who are already in the U.S.	7 m
Slide 27	Vocabulary Word: Unaccompanied Migrant Children	3 m
Slide 28	Point out to students how many who do not cross alone are still labeled as unaccompanied. Under U.S. immigration policies, children traveling with anyone other than a parent or legal guardian are immediately separated from the adult they are traveling with.	3 m
Slide 29	The Office of Refugee Resettlement (ORR) is the government institution that coordinates the detention of unaccompanied migrant children with non-profit organizations and for-profit companies.	3 m
Slide 30	THINK • PAIR • SHARE Students will look at a visual text of children in detention. They will share their ideas with their partner. <i>What do you notice? What do you wonder?</i> Ask for volunteers to share out.	7 m
Slide 31	THINK • PAIR • SHARE Students will look at a visual text of children in detention. They will share their ideas with their partner. <i>What do you notice? What do you wonder?</i> Ask for volunteers to share out.	7 m
Slide 32	WRITE ON!  Write down any thoughts, wonderings, and/or questions you have in your writing journal after looking at the visual texts of unaccompanied migrant children in U.S. detention centers. Ask students to volunteer their questions.	15 m



	Allow students to answer each other's questions.	
Slide 33	Day Six Slide Quickly review main points/vocabulary from the previous day.	2 m
Slide 34	 Facilitate a quick discussion around the question, <i>How can individual action make a difference in the lives of unaccompanied migrant children?</i>	5 m
Slide 35	THINK • PAIR • SHARE Students will watch a quick video. Then they will answer these questions: #1 What is the Butterfly Effect: Migration is Beautiful Project? #2 Who started the project?	8 m
Slide 36	Answers to the two questions on the previous slide. The Butterfly Effect: Migration is Beautiful art project is led by youth activists in the Bay Area who are creating a visual representation of the migrant children in detention in order to raise awareness and inspire action to end child detention.	2 m
Slide 37	 Have students analyze the bar graph and answer the questions. Pick students randomly. #1 What did they set the new goal to? #2 Why did they have to change the goal? #3 How many total butterflies have they made so far ?	8 m
Slide 38	THINK • PAIR • SHARE Students watch a video and then work with a partner to answer the question, How are these youth activists making a difference in the lives of children in detention? Give examples from the video.	10 m
Slide 39	 Have students analyze the graph. Then call on random students using the sticks and ask, <i>Is the number of unaccompanied migrant children increasing or decreasing? Explain your reasoning.</i>	5 m
Slide 40	 Facilitate a quick discussion around the question, <i>What is the message these youth activists have for the migrant children currently in detention during the pandemic?</i>	2 m
Slide 41	WRITE ON! 	15 m



	In their writing journal, have students write down three things they learned about the The Butterfly Effect: Migration is Beautiful art project. Ask for volunteers to share out.	
Slide 42	Day Seven Slide Quickly review main points/vocabulary from the previous day.	2 m
Slide 43	 Introduce the Classroom Art Project. Have students browse the links and the supplies provided. They will discuss as a table pod how they plan to create the butterflies for the art project.	10 m
Slide 44	 The Butterfly Effect: Migration is Beautiful Art Project Students will complete the tasks below with their table pods. Task #1: Work with your table pod to create butterflies with the supplies provided. While you are creating the butterflies, discuss as a group why you are making them and what the butterflies represent so your group is clear on the purpose of this art project. Task #2: Time is up. Clean up all materials and place all of the butterflies in the center of the table pod. Fill out one Table Pod Counting Collections Worksheet per group and turn it in when complete with your group number on it. Task #3: Walk around the room with your group and look at each table pod's Counting Collection Worksheet. Work with your group to identify the total number of butterflies our class has made for the The Butterfly Effect: Migration is Beautiful art project. Write the answer in a complete sentence on an index card with your group number on the back.	45 m
Slide 45	Day Eight Slide Quickly review main points/vocabulary from the previous day.	2 m
Slide 46	Have students make groups of 20 butterflies to display in a counting collection. Take a group picture with all the butterflies displayed in the classroom. Display the picture for students to see to feel proud of their work.	20 m
Slide 47	 FINAL TASK: Community Circle <ul style="list-style-type: none">● Question 1: How did you feel while making these	15 m



Slide 48	<p>butterflies that represent the children in detention?</p> <ul style="list-style-type: none"> • Question 2: If you could say one thing to the children in detention, what would you say to them? 	
	<p>Have students fill out a Student Reflection Survey. Have them fold their blank white paper into 4 squares.</p> <ul style="list-style-type: none"> • <i>What did you learn in this lesson?</i> Write down two statements in the top squares. • <i>What questions do you have after this lesson?</i> Write down two questions in the bottom squares. 	15 m

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): The Butterfly Effect: Migration is Beautiful Art Project

STEP	DESCRIPTION	TIME
Step 1	Students will browse the links and the supplies provided. They will discuss with their table pod how they plan to create butterflies for the art project.	15 min
Step 2	Task #1: Work with your table pod to create butterflies with the supplies provided. While you are creating the butterflies, discuss as a group why you are making them and what the butterflies represent so your group is clear on the purpose of this art project.	20 min
Step 3	Task #2: Time is up. Clean up all materials and place all of the butterflies in the center of the table pod. Fill out one Table Pod Counting Collections Worksheet per group and turn it in when complete with your group number on it.	15 min
Step 4	Task #3: Walk around the room with your group and look at each table pod's Counting Collection Worksheet. Work with your group to identify the total number of butterflies our class has made for the The Butterfly Effect: Migration is Beautiful art project. Write the answer in a complete sentence on an index card with your group number on the back.	15 min



C4: Conclusive Dialogue/Critical Circular Exchange

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>Students need to have a safe space in their classroom where they can learn information about immigration and which government institutions deal with immigration (for many it is a personal connection) while being able to have discussions to promote their social emotional well being through healing and/or awareness. Students will end with a community circle.</p> <p>Question 1: How did you feel while making these butterflies that represent the children in detention?</p> <p>Question 2: If you could say one thing to the children in detention, what would you say to them?</p>
<p>Assessment: How will the students be assessed?</p>	<p>Students will complete a range of multiple activities that allow them to express what they know and the connections they have while learning new material. Participant observations are mostly used to get feedback. Students will submit a Student Reflection Survey at the end of the lesson. They will write down two statements about what they learned from the lesson and two questions they now have after this lesson.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>Through participant observations I will be able to see how students understand and utilize the vocabulary words taught in the lesson as well as the levels of empathy students exhibit when discussing immigrants.</p>

RESOURCES AND NOTES

- Resources
<https://www.statista.com/chart/18705/number-of-children-and-families-detain-at-southern-us-border/>
- Notes
This lesson can also be adapted for use in 3rd - 5th grade.



● Worksheets and Handouts: [Table Pod Counting Collections Worksheet](#)

Text Connections

TEXT TO SELF
A connection between the text and your life or experiences

TEXT TO TEXT
A connection between the text and another text you have read

TEXT TO WORLD
A connection between the text and events in the world

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I feel...

Happy	Sad	Tired
Angry	Confused	Frustrated
Shocked	Excited	Scared
Hurt	Disgusted	Shy

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